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ABSTRACT

This report of PROJECT DESIGN, funded under ESEA Title III, summarizes the adult education needs of the Fresno City Unified School District. Curriculum areas of educational need included: (1) literacy and basic education, (2) education for civic responsibility, (3) cultural appreciation and participation, (4) parent and family life education, (5) health education, (6) vocational preparation, (7) budgetary and consumer considerations, (8) leadership education, and (9) education for older adults. The present program's administrative effectiveness was examined and site visits to facilities were made to assess their adequacy, availability, and location. Externally, a cross-section of informed citizens from the community were interviewed. The study concludes that the major curriculum need is to expand into areas serving the Mexican-American, the Negro, and the disadvantaged white segments of the population. In addition, a demand for such courses must be stimulated among the designated users and facilities should be in geographical areas where the users are housed. Although financial problems exist, the report concludes that these could be partially solved with greater community involvement and commitment in the planning of adult education. Related documents are EA 002 843, EA 002 844, and EA 002 845. (LN)

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EDUCATIONAL NEEDS

23. ADULT EDUCATION

FRESNO, 1968

FRESNO CITY UNIFIED SCHOOL DISTRICT

1968

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F O R E W O R D

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

A major dimension of the Needs Assessment is an analysis of educational and urban factors by a Task Force of specialists. This report is one of the Task Force Needs Assessment publication series. See the next page for the complete list of project Needs Assessment publications.

PROJECT DESIGN
NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)
8. > Other County School Needs Survey Reports (by EDICT)
9. >

TASK FORCE

<u>Educational Content Fields</u>	<u>Other Educational Areas</u>
10. Reading	18. Teaching/Learning Process
11. Language	19. Special Education
12. Mathematics	20. Guidance
13. Science	21. Health
14. Foreign Language	22. Student Personnel
15. Cultural Arts	23. Adult Education
16. Social Science	24. Vocational Education
17. Physical Education	
<u>Urban Physical Factors</u>	
25. Urban Physical Factors	
<u>Urban Social and Human Factors</u>	
26. Relevance and Quality of Education for Minorities	
27. Special Needs of Mexican-Americans	
28. Special Needs of Negroes	

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning

23. ADULT EDUCATION

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INITIAL CHARGE

This report is the result of an assignment to survey the curriculum and services of the Fresno Adult School in relation to the community in which that school is located as a part of a larger survey Project Design, of the whole unified school district. The specific objective has been to determine those adult education needs of Fresno which are not being met or are not being satisfied as completely as it would seem that they should be.

It is recognized and admitted that many factors may and do enter into the situation in which educational needs of adults are not being met. Lack of available funds, apathy and inertia on the part of the public in availing itself of needed offerings, lack of qualified teachers, lack of facilities and equipment are some of these factors.

It is not the purpose of this report to assess reasons why needs are not being met. Such assessment will logically follow during the second half of this broad survey which will (1) attempt to come up with answers to the problems these factors indicate and (2) search for solutions both short and long range to the end that an optimum program may be offered to the adults of Fresno with some hope and assurance that there will be a maximum number of adults availing themselves of the opportunities for continuing study offered them.

INTRODUCTION

From philosophies come policies, and from policies come practices. In a sense there are as many philosophies of adult education as there are adult education programs. Because of the high degree of flexibility that any adult education program must have in order to meet the many varied and changing worlds, there is some tendency to offer to the adult student whatever he might choose to study. The interpretation of such needs will vary with philosophies of the designers of adult educational programs, administrators and planners. In his introduction to the handbook of Adult Education edited by Malcolm Knowles and written by numerous leaders in the field of adult education, Robert Blakely states "whatever interest free men in a free society is subject matter for adult education." However, Blakely later modifies this statement by pointing out that some things a person might choose to study might be inimical to the interest of that society.

It becomes necessary, then, that in planning any program of adult education a basic philosophy must be stated so that policies as standards may be established in accord with that philosophy. These policies in turn dictate practices offering certain predetermining conditions and designed to meet most effectively the educational needs of those adults to whom the offerings are directed.

The National Association of Public School Adult Education has set forth a statement under the title "We Believe" which establishes guide lines for the operation of an adult education program, in the public schools. These guide lines are grouped under headings of needs for adult education thereupon and administration, the curriculum and organizations and financing the program.

The general statement concludes with this position statement, "founding" our position on the truth that a society is only as sound and fine as its members, we believe that the adult school is a logical extension of the community's education responsibility, with wise direction, it can make a significant contribution toward sustaining and raising the quality of citizenship of this nation. This, we think, can be best done by the public schools as they provide intelligently for the functional educational needs of adults on the job, in the home, as citizens and, as they cooperatively work with adults to cultivate their mental, moral and spiritual talents as individuals. This, we believe is a public responsibility. It is also a significant and vital opportunity to step up the challenges of "today's world".

The significance of this statement might be summed up by saying that is it adult education's responsibility to assist any adult of whatever age, station in life, race, or creed to achieve to his highest potential for: (1) his own benefit and enrichment, and (2) for the greatest good of that society in which he lives and works.

Another pertinent factor in the consideration of any adult education is the inherent threat that faces any society when it neglects its educational chores. Three quotations will serve to illustrate this fact. Thomas Jefferson once said, "that any nation that hopes to be both free and ignorant expects something that never was and never can be." We can paraphrase Abraham Lincoln's statement regarding a nation, half-slave and half-free. by saying that no nation can exist as a free nation half ignorant and half educated. Recent events of rioting, discord and unrest speak with a loud voice that there must be equal educational opportunities as well as economic and cultural equality. The third quotation was made by Dr. Huston Peterson, then professor of education at Rutgers University years ago, in a talk before a group of adult education administrators in Los Angeles, when he stated unequivocally "to say we must wait to educate adults until all youth have had the opportunity to be educated is to poison education at its source." It is true that many parents have said, "I want my children to have a better life than I have had," but, unfortunately the standard of values held by too many parents, uneducated or half educated deny this hope. Thus it is that the taste for intellectual stimulation and freedom of the truly educated is more often than not passed on to the children. Then the individual and society benefit.

The Fresno Unified School District has an adult school administration that operates within the framework of the best standards set by professional educators and is backed in this operation by a

sympathetic district administration and Board of Education. This is evidenced in the quality of the program presently offered to the adults in Fresno. In any assessment of the existing program, in all fairness, it must be said that the present school administrator in this month May, 1968, has had less than a year to effect changes and plans for the improvement of the program. There is also evidence of long range planning being carried out by this new administration. Given time, encouragement and needed budget, many needs noted in the present survey would have been attacked even though the survey had not been conducted. Numerous interviews with the staff have revealed an awareness of the needs to meet them.

However, an impartial observer from the outside has an advantage of bringing perceptions and insights to bear on an operation such as this, free of prejudices, biases, preconceived ideas of impracticabilities, and impossibilities and free of the lulling impact of local inertia, apathy and, perhaps, antagonisms. There has been no day-to-day wearing down of enthusiasm and vision by pessimists who say "it won't or can't work." Thus the observer can visualize needs and potentials in a fresh light that once burned brightly in the on-the-scene operator but may have become dimmed by the harsher day to day realities.

EXPERIMENTAL DESIGN

In preparation for this survey certain curriculum areas were selected for study as having pertinency for adult education in Fresno. Education for literacy and basic education, civic responsibilities, richer cultural living, parent and family education, health, vocational preparation and budgetary considerations were surveyed.

There were two separate steps in conducting the survey. The first was to carefully examine the present program to determine the scope and the strength and weaknesses of the curriculum, the effectiveness and imagination of those charged with administration and the effectiveness of the instruction. The administrative staff was interviewed to determine philosophies, policies and practices. Reports and records were examined. Classes were visited to assess attendance and instruction. Facilities were examined for assessment of adequacy, availability and location.

The second step was to interview informed adults in the community. Selectivity was important in those to be interviewed. Self-proclaimed or self-appointed leaders were avoided. Those of demonstrated selfless interest and those who have closely identified themselves with problems and needs of adults within their range of activities were sought out. Because of the obviously greater needs among minority and disadvantaged adults, more individuals familiar with the needs of these groups were interviewed.

From the Negro population, Noel Smith, M.D., Mrs. Noel Smith, Mrs. Sara Smith, President of National Council of Negro Women, Fresno Chapter, Mrs. Bertha Sams, a teacher, Mr. Keith Perryman, Director of Trinity Community Center, Mrs. Julia Brown, Redevelopment Agency, and Mrs. Betty Simpson, Operation Self-Help, Department of Education Fresno State College, were interviewed. These persons work closely with their people in the areas of health, education, community self-help, cultural advancement and vocational analysis. Their understandings are deep and their commitment is great. They were of great help in the assessment of needs, inspirations and serious problems of the Negroes in Fresno.

From the ranks of labor, Mr. Manuel Lopez, Executive Secretary Building and Construction Trades Council of Fresno, Madera, Kings and Tulare Counties, and Mr. Wm. T. O'Rear, Executive Secretary of the Central Labor Council for Fresno and Madera Counties gave valuable information and insights into the labor market, job training and opportunities and labor attitudes and policies toward vocational training, minority groups and job placement.

Mr. Robert Hansler, Director of Industrial and Vocational Education for the Fresno Unified School District and his counterpart at the City College, Mr. Curtis Lackney furnished data needed in regard to vocational education in their respective areas of responsibility. While in certain areas their testimony had conflicting elements, yet in the main the data they presented was sound and usable.

At the "grass roots level" Mrs. Betty Tackett, President of the Fresno Council, Parent Teachers Association, Mrs. Carol Slinkard, President of the Fresno Chapter League of Women Voters, Mrs. Lillis Lundquist, active in senior citizens groups, Mr. Joseph Mueller, Manager, taxpayers Association for Fresno County, Mr. William M. Lyles, Contractor, each gave perspectives from his particular position in the community.

Two other men who were especially helpful in giving insights, understandings and valuable perspective in addition to much specific information were Mr. Howard Holman, Director of Parks and Recreation and Mr. Reed Clegg, Director of Public Welfare for Fresno County. Of all those interviewed the latter probably was the most helpful, not only because of his position, but also because of his great interest and participation in adult education as evidenced by his co-sponsorship of the Reed Clegg Adult School and his continuing efforts in behalf of the school and those adults in attendance there.

MAJOR CONCLUSIONS

The need findings in this survey fell into four categories; (1) needs for curriculum expansion; (2) needs for personnel, for additional administrative, instructional, counselor-liaison, and classified; (3) housing needs; and (4) budget needs. Under the first category, investigation revealed that the present program of adult education is excellent in quality. The instructional staff is well-qualified and dedicated to its work. The curriculum offerings are above criticism and free of weaknesses that have often plagued adult education over the past years.

However in terms of great community needs the curriculum needs to be expanded, particularly among the Mexican-American, Negro and disadvantaged white segments of the population. Consumer, health, civic, cultural and vocational education are needed with an accompanying need for tremendous encouragement to take advantage of educational opportunities. In some of these areas no classes exist presently or present offerings are inadequate to meet the needs.

Much of the inadequacy of the curriculum derives far less from any willingness of the school administration to offer such programs than from a reluctance on the part of potential students to participate in them. Thus the second great area of need is for additional personnel to provide the organization the impetus and the motivation on the part of those so badly in need of adult education to be participants in an expanded curriculum that would serve to raise educational standards, improve family living, increase employability, lessen economic strains and provide cultural enrichment for greater living.

A part of this need is for additional trained instructors, but at present the need is greater for specialized personnel to perform counseling and instructional functions in homes and for additional clerical and administrative personnel to assume functional tasks of a day to day routine in order to free qualified persons to move with greater impact into planning, coordination, promotion and administrative functions more extensively and intensively.

The third major area of need, that of housing, involves not only space considerations but even more importantly, matters of program location. There is great need for more adequate housing to place more classes geographically nearer the areas of greatest need for both day and evening programs.

Accompanying these three areas of need is the inevitable one for additional funds to finance the meeting of adult education needs in a more adequate manner. Because of an already unusually high school tax the great need is for the search for additional sources of income not now being tapped.

The fifth great area of need is in the area of greater community involvement and commitment in the planning and processes of adult education. There is a need for coordination with other agencies involved in adult education to eliminate overlapping, but more importantly to make certain that in a possible assumption that some agency is serving an education need, none will in actuality be so serving.

CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS

The Need for Adult Education

(A statement by a joint committee of the American Association of School Administrators, Council of Chief State School Officers, the National Association of Public School Adult Educators, and the National Congress of Parents and Teachers.

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The Program and Its

Administration

- A. Lifelong learning is vital for every individual. Only by continuous nourishment of the human mind, body, and spirit can man discover the real meaning of his existence. Automation, increased leisure time, population mobility, and rapid scientific change have made learning a lifelong quest. Adult education offers all citizens, regardless of age or previous experience, the opportunity to grow in knowledge and understanding, to acquire technical and professional skills, to experience new dimensions in human relations, and to develop leadership potential. This concept of total community participation in education can help make the American dream a reality for individuals and for the nation.
- B. Adults who endeavor to bring an educational approach to the solution of personal and community affairs or adults who are involved in the study of public issues, parent education, creative crafts, the arts and sciences, acquiring new vocational and technical skills, or other aspects of purposeful adult education, contribute toward a kind of family life that is important to themselves and to their communities. Through their own continuing education they are extending and projecting the classroom into the home and bridging the educational gap between the school and the home. They are providing an atmosphere in which their children learn that educational attainments point the way for further education and that the need for education is continuous throughout life.
- C. The responsibility of providing for continuing adult and community education can be assumed by public agencies since society depends upon the maximum contribution of each citizen to maintain and extend our free system of government.
- D. The public schools are maintained by society, are convenient to all adults everywhere, and are the agencies best equipped to provide the coordinating administrative framework, some

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of the physical facilities, and much of the specialized personnel to implement adult education in each community, including the programs of many voluntary groups. The education of adults, therefore, is an integral and necessary service of the public school system. In a society of great mobility, the public school can come to represent a familiar and friendly source of stability and assistance to the individual.

E. Public school leaders should make every possible effort to establish adult education as an important cooperative community enterprise and make full use of the advice, counsel, cooperation facilities, and programs of experienced community leaders, local groups, and organizations.

F. Educational programs for adults, provided by the public schools, should be under the direct control of local Boards of Education. Effective control of the public schools' program should include regular reporting of adult education programs and systematic, continuing evaluation. School administrators should recommend written adult education policies to their Boards of Education.

The Curriculum and its Organization

G. The curriculum of adult education should serve a broad range of human educational needs. Therefore, each school district independently - or in cooperation with other school districts, voluntary organizations and agencies - should provide a program of adult studies and educational activities designed to implement, in terms of adult education needs, the seven accepted cardinal principles of education by:

1. Making available and helping to disseminate knowledge of the basic, as well as the newest developments in medicine, hygiene, and nutrition to enable adults, their families, and the community to approach and maintain maximum physical, mental and social HEALTH.
2. Providing opportunities for adults to complete academic programs - such as those leading to elementary or high school diplomas and the attainment of United States citizenship - thereby implementing the second cardinal principle of education: COMMAND OF THE FUNDAMENTAL PROCESSES.

3. Assisting adults at various life-development stages to fulfill with increasing effectiveness the differing roles involved in WORTHY HOME MEMBERSHIP - including that of the older adult and of the retiree.
 4. Providing opportunities for VOCATIONAL guidance, the acquisition or improvement of skills, and for the appraisal of changing individual and job requirements in emerging vocational and technological areas. This would include appropriate economic and consumer education.
 5. Stimulating civic consciousness and the exercise of effective CITIZENSHIP responsibilities, and by encouraging broader knowledge and wider interests on the part of all citizens.
 6. Promoting the WORTHY USE OF LEISURE through opportunities to acquire recreational skills and to develop cultural and appreciative abilities.
 7. Cooperating and contributing effectively, both directly and indirectly, to individual and group efforts to strengthen the ETHICAL CHARACTER of all citizens.
- H. The adult education offerings of the public schools should be designed to meet the major objectives listed and should be so organized as to:
1. Meet the educational needs of individual adults for their own development and achievement.
 2. Provide for its members the kinds of education which society requires of adults for its own growth and improvement.
 3. Serve as a technical and program resource to non school adult education programs in the community.
 4. Assist in providing opportunities for citizens to study and discuss community problems, including the problems of their schools.

Public
Information
Responsibility

- I. School authorities, with the help of community leaders, should use all available media to provide a continuous program of public information designed to:
 1. Develop the concept that learning is a lifelong process.
 2. Promote the image that continuing education is for all citizens, including better educated adults who are leaders in the life of local communities, the states, and the nation.
 3. Inform the people of adult education opportunities in the local community.

Leadership

- J. School administrators should provide professionally trained and competent leadership so that the public schools' program for adults may be professionally organized, skillfully led, and economically administered.

Role of
Government
Agencies

- K. State departments of education should provide consultative services to enable local school and voluntary agency leaders to organize and operate adult education programs which will be genuinely helpful to adults, valuable to the community, and worthy of public support.

Professional
Organizations

- L. Professional education organizations should exercise leadership in formulating and establishing a philosophy of public school adult education in America - enunciating its purposes, and exploring ways and means of improving its procedures, programs, and curriculum.

Financing
the Program

- M. The kind and quality of adult and community education required by the American public fully justifies the expenditure of public funds. Citizens will support financially those agencies that provide them with satisfying service.

Adult education services require financial support from many sources. The extent to which various sources of revenue are used should be the decision of each state and local Board of Education. Provision for an adequate adult education program should be included, either independently or in cooperation with other districts, in every Board of Education budget.

II. ASSESSMENT DATA

A. Education for Literacy and Basic Education

1. Over 23,000 illiterates on welfare rolls in Fresno County with majority living in Fresno on a part of full-time basis.
2. 95% of those on welfare have not completed high school.
3. 65% have not completed 10th grade.
4. 48% have not completed 8th grade.
5. Approximately one-quarter of enrollment in Fresno Adult School is in elementary subjects.

B. Education for Health

1. Malnutrition and alarming evidence of ignorance of prevention of communicable disease among welfare recipients according to Dr. Noel Smith.
2. Cost in Medi-Care and time lost from work give evidence of economic losses to individual and community.
3. Poor nutritional habits not confined to indigents according to national health authorities. Malnutrition in evidence among the affluent.
4. High incidence of hypertension and heart disease among persons of high position.

C. Education for Consumers

1. Poor budgeting practices, unwise buying greatest among disadvantaged.
2. Where knowledge of buying value needs are greatest they are most lacking.
3. Lack of knowledge of what, how, and when to buy most in evidence among those with the least to spend.

D. Vocational Education

1. Opportunities for employment for nontrained and non-educated virtually non-existent in Fresno.
2. Opportunities for self-help constitute one way of meeting problems of unemployment.

3. Pre-employment education in basic education, personal development, work habits, personnel relations can improve attitudes, create greater receptivity to job instructions and the qualifications for higher standards of work.

E. Education for Civic Responsibility

1. Democracy demands greater participation on the part of all citizens.
2. Civic responsibility is a concomitant of community involvement.
3. Community involvement builds awareness of qualities needed for leadership and the identification of those who possess leadership potential.
4. Education for civic responsibility must be a conscious and continuous process throughout life. Adult education provides the key to this lifelong process.
5. Understanding of democratic processes, the potential and the limitations of government is vital to all citizens to assure that the whole population is served by government.
6. Ignorance of achievements of both the Negro and the Mexican-American in American life exists in the white population and these ethnic minorities.

F. Education for Cultural Appreciation and Participation

1. Integregation of these ethnic minorities into the civic and cultural life of Fresno vital to a healthy community.
2. Fresno should be the cultural center of the central valley as well as the agri-business center.
3. Culture is not the sole province of the affluent and the better educated but can be the possession of all.
4. Culture is the knowledge and the appreciation of the total heritage of man, his art, his music, his literature, his achievements. It is adult education's task to fill in gaps for culturally deprived.

G. Education for Parent and Family Life

1. Children tend to rise to or only slightly above the educational level of parents.

2. Family life is sterile when parents have not performed those developmental tasks of life which make for happier, richer and more harmonious living.
3. Parents who continue to grow intellectually, morally and spiritually provide their children with effective examples for similar growth in children.
4. The practice of mutual problem solving in the home better prepares members of the family for meeting and solving job and community related problems.

H. Education for Leadership

1. Strong responsible leadership springs from a strong, responsible citizenry.
2. Leadership training develops ability to recognize potential leadership and to make wise use of it.
3. Effective leadership can be effective in controlling, if not eliminating the very local and often selfish self-appointed leaders.

I. Education for the Older Adult

1. Older adults who continue to be active and learning retain their physical and mental vigor.
2. Mentally and physically healthy senior citizens prevent the economic and emotional burden of care for the family and society.
3. Curriculum offerings for older adults must be educational in character with definite beginnings, progressing through constantly new material to definite terminals.

III. LEARNER NEEDS

A. Education for Literacy and Basic Education

1. Present program is of excellent quality but there is need for its expansion.
2. Present enrollment 19.3% of total and 23.46% of total A.D.A. of Fresno Adult School enrollment and A.D.A. indicates awareness of problem; but statistics of Department of Public Welfare on lacks in this area indicate need is for an increase in these classes. (See II A, 1-5).

B. Education for Health

1. Need for classes to be established in nutrition and communicable diseases, particularly among minority groups.
2. Need for general classes related to healthful living in diet control to avoid and reduce overweight, proper exercise to reduce tension, strengthen heart.
3. Need for courses of study in field of psychology to learn how to handle inter-personal relations, meet crisis situations and handle day to day pressures.

C. Education for Consumers

1. Need for courses, particularly among disadvantaged, in wise buying, i.e. how, where, why and what to buy. (See II, C, 1)
2. Need for instruction in connection with health education in the purchase of most nutritious foods at lowest cost.

D. Vocational Education

1. Need for pre-employment literacy and basic education. (see II, A, 1-5).
2. Need for classes in basic vocational skills of reading and following directions, working simple arithmetic problems of addition, subtraction and multiplication, and proper care and use of hand tools. (See II, A, 1-5)
3. Need for more occupational training at the adult high school level.
4. Need for retraining among adults whose skills are rusty from disuse or where technological change has made skills obsolete.

5. Need for education toward self-help enterprise in:

- (a) planning
- (b) venture financing
- (c) management
- (d) supervision
- (e) efficient production
- (f) marketing
- (g) reinvestment

E. Civic Education

1. Need for practical education in:

- (a) duties of citizenship
- (b) understanding government and how to keep it responsive to citizen needs
- (c) understanding issues
- (d) evaluation of candidates
- (e) evaluation of performance of office holders
- (f) comprehensive assessment of total civic and cultural needs of all segments of community

(See II, E, 1-6)

F. Cultural Education

1. Need courses of cultural appreciation in contributions to American life and Fresno, in particular, of ethnic groups comprising population of Fresno; namely, Armenian, Chinese, Japanese, Mexican, Negro and Russian. Each has made its contribution. Satisfying this need would increase tolerance and understanding through appreciation. (See Pages 28-29 Narrative Report).

2. Need for more courses in music, various art media, and appreciation of these together with understanding and appreciation of the humanities and great literature.

G. Parent and Family Life Education

1. Need for greatly expanded program of parent and family life education to include such courses content as:

- (a) parent child-observation
- (b) understanding teens
- (c) child growth and development
- (d) family budgeting
- (e) the family in the community
- (f) developmental tasks of youth and adults
- (g) increasing marital understandings
- (h) lessening family tensions

H. Education for Leadership

1. There is a close relationship between this area and civic education, (See II, D, E):
 - (a) analysis of leadership, good and bad
 - (b) characteristics of responsible leadership
 - (c) how to detect and recruit good leadership
 - (d) how to follow good leadership and keep it responsive to needs of the group
 - (e) how to evaluate and reward good leadership

I. Education of Older Adults

1. Need for classes in areas of:
 - (a) maintenance of good physical health in older adult
 - (b) medical care
 - (c) education for leisure
 - (d) understanding, appreciation and participation, where possible, in music, art, literature, philosophy, great religions of the world

IV. TEACHERS IN CLASSROOMS

- A. Need for teachers from minority ethnic groups, Mexican-American, Negro.
- B. Need for teacher aides in following areas:
 - 1. Literacy, basic education.
 - 2. English as a second language.
 - 3. Parent education.
- C. Need for more teachers to staff classes, areas noted under Learner Needs, i.e. II A, B, C, D, E, F, G, H, and I).
- D. Need for home teachers to carry on educational instruction in the homes on an informal basis to encourage attendance in regular classes, to check on dropouts, their reasons and to encourage their return and to act as liaison personnel between homes and the schools at elementary, secondary and adult levels. (See Page33 Narrative Report).

V. ADMINISTRATION IN SCHOOLS

A. Need for additional administrative staff to give:

1. More coordination
2. Better supervision
3. More leadership in teacher improvement
4. Increased counseling services in educational programming, testing, follow-up on dropouts, job placement, graduation follow-up and evaluation, class coordination.
5. Staff Edison Adult Center or full-time adult center.
6. Need for more clerical help to:
 - (a) care for increased enrollment
 - (b) free administrators and counselors more completely for duties of planning, coordinating, teachers training and supervision and counseling
7. Need for administrative coordination with other agencies for adult education in the community. (See Page 33-36 Narrative Report)

VI. PARENTS IN HOMES

- A. Need for liaison personnel to act as teachers in the homes and coordinators between homes and schools. (See Page 33-36 Narrative Report and IV, D- Functional Needs).

VII. LEADERS IN THE COMMUNITY

- A. Need to better inform community of fine work being done by adult school, e.g. the basic education program and the Reed Clegg Adult Center.
- B. Need to better inform community of adult learner needs in Fresno.
- C. Need for better channeling of fine work of adult school to professional staffs of other segments of education in school district.
- D. Need for more complete involvement of community in adult education.
- E. Need for advisory committees for specific areas of adult education, e.g. parent education, vocational education, basic education.
- F. Need for short term advisory committees for specific purposes, e.g. help plan and launch new programs of study, to evaluate existing programs and to give support when needed.
- G. Need for community-wide committee to coordinate adult education activities of various agencies so engaged, i.e. Fresno State College, Fresno City College, Y.M.C.A., Y.W.C.A., churches, etc. (See V., 7 and Pages 33-36 Narrative Report).

VIII. PLANT AND EQUIPMENT NEEDS

- A. Need for full-time (day and night) adult education center in Fresno, probably located in West Fresno area. (See V, A, 5 and page 36-38 Narrative Report).
- B. Need to survey need for adult vocational center, either separate or in conjunction with general adult center.

IX. BUDGET NEEDS

- A. Need to explore new sources of revenue for adult education in order to care for:
1. Expanding program.
 2. Meet needs for additional personnel - administrative, teachers, clerical.
 3. To build or rent facilities for full-time adult education center.
 4. Bring budget for adult education to position of comparability of average for the state for unified school districts.
 5. Improve economic status of adults in the community through adult education. (See final section, Page 39 of Narrative Report).

NARRATIVE - LEARNER NEEDS

Education For Literacy and Basic Education

In an age when the possession of a high school diploma may well be the minimum educational standard for a populace there should be cause for concern when the statistics of the Fresno County Department of Welfare shows that only 5% of those on welfare have completed a high school education and, even more distressing, the fact that some 23,000 to 24,000 are functionally illiterate. 23% have not finished the fourth grade, 48% the eighth grade and 68% have not finished the tenth grade. It is true that not all of those on welfare live within the Fresno Unified School District, yet it is also true that Fresno is the only large city in the county and that there is a great influx of these people into Fresno during the school months putting a burden on the school district. According to welfare authorities an increasingly large number choose to remain in Fresno on a permanent basis.

While the fact that 19.3% of the enrollment and 23.46% of the average daily attendance of the Fresno Adult School is in adult elementary education indicates awareness of the problem on the part of the administration of the school, statistics of the department of Public Welfare also indicate that there is a greater need than is being met. In an age of automation and technological specialization, functional illiteracy dooms that part of the population so characterized to a permanent place on relief roles - without hope, without a future.

Health Education

There is a great need for health education for the adults of Fresno. A Negro doctor, Noel Smith, interviewed during this survey stated that the need for health education is appalling. This doctor, who has a tremendous practice and a heavy case load of welfare recipients, indicated that in two particular areas, nutrition and the prevention of communicable diseases the need for health education is acute. Health education for adults strikes at the very heart of the problem because the education of the adult affects the health of the whole family. The raising of health standards means less absenteeism at school and on the job, less economic drain on the pocketbook and a release of time and energy for more productive aspects of life. Another aspect of the need for adult health education is that poor health habits are no respectors of economic stations of life. Health authorities warn that severe malnutrition may be found among the affluent and that the incidence of heart disease and hypertension among those of high station is probably greater than among poor. This is the price that is often paid for positions of great monetary return but even greater pressures of responsibility and tension-filled activities.

Consumer Education

Where educational standards are low there will also be a concomitant of the absence of wise purchasing of economic goods. One

resident of the West Fresno area who holds an important post at the Fresno State College, Mrs. Betty Simpson, reported that a young sales clerk in a small food market asked after examining the dress the woman wore, "Where did you buy that dress? Do they guarantee their clothes?"

There is an even greater need for good consumer knowledge and habits where the income is at or below the bare subsistence level. This is closely related to the need for health education. Wise buying, will go hand in hand with the consumptions of the most nourishing foods. Also the most economical spending of money for other necessities will leave more money for the attention to good nutrition and proper medical care. In Fresno where those on welfare range from one of each three adults in January, of five in May. These are needs of prime concern for those charged with the administration of adult education.

Vocational Education

The need for vocational education in Fresno is one of serious concern and readily recognized and admitted by everyone interviewed, regardless of their affiliations. The lack of industry, almost to the point of non-existence puts the economic burden on retail service and building trades, and the wholesale distribution of goods both of the soft and hard variety for the large agricultural area surrounding Fresno, probably the largest in the world.

A further factor is the economic picture is the automation of both industry and agriculture. The moving of the Sun Maid Raisin Company to Selma and the construction of an almost completely automated plant is a case in point. The Pittsburgh Glass Company's new factory located out of the city limits is another example. Here is a large new factory employing 40 men. The planting and harvesting of crops in factories in the fields can predictably be seen as increasingly automated processes. The current pace in this regard will undoubtedly increase rather than slacken.

Thus a woeful lack of manufacturing economy and an increasingly automated one conspire to reduce employment. This leaves the retail distribution of goods, services, both maintenance and personal together with the building trades the main sources of livelihood for the Fresno Community at present. With an unusually high percentage of unskilled labor, and a correspondingly high rate of total and functional illiteracy the adult educational needs are critical.

In the consideration of adult vocational needs, the relationship between the extended day vocational program of Fresno City College and that of the Fresno Adult School must be taken into account. With the exception of business and commercial skill training in the adult school, which comprises a nearly one-fourth of the total program, vocational education at the high school adult level is miniscule, 7% of the total program.

From the Edict Vocational Occupational Survey initiated by the Fresno County superintendent of schools Office are these summarizations on adult high schools.

Section 24. "In the secondary schools (of the county) there are few programs of classes for training or retraining of adults-.....there is little articulation between the high schools and the junior colleges and probably none between the junior colleges and the adult schools."

On junior college vocational education, (Section 16.) "Considerable emphasis is given at the junior college level to the training and re-training of adults".

Then there is this recommendation in this survey. Section M. "Program possibilities for training and retraining adults should be studied to determine how all existion agencies in the community can use their resources most effectively."

There seems to be a divergence of opinion among vocational educational leaders in Fresno. As to vocational needs, Curtis Lackey, Director of Industrial Arts at Fresno City College, insists with a high degree of assurance, that the college can adequately handle all vocational educational education at the adult level and that there are training openings in all areas not being filled. Robert Hansler, Director of Vocational Education for the Fresno Unified School District, who was director of vocational education for the college before the college was separated from the district in the formation of a new junior college district, was just as insistent that more training must be done at the adult high school level. He readily admitted that the college had the space, facilities, and openings but because of the need for the observance of procedures of matriculation, evaluation and enrollment at the junior college level, adults were discouraged from attendance of the vocational classes at the college.

Two union executives Mr. Manuel Lopez, Executive Secretary in the Building and Construction Trades Council of Fresno, Madera, Kings and Tulare Counties and Mr. William T. O'Rear, Executive Secretary for the Central Labor Council for Fresno and Madera Counties feel that there is a need for a vocational school for youth and adults located in the area zoned for industry that lies along the freeway and the railroad tracks.

The needs for vocational education probably lie somewhere between these extreme points of view. Before any firm decisions are made either for or against a vocational school there are, perhaps, more critical needs that should be investigated. Because of the type of community that it is, Fresno must explore on a long term basis several possibilities as to its future.

First, does Fresno wish to remain a distribution center, primarily, for "agribusiness" with a continuous seasonal employment during the non-growing season with one in three adults on welfare? Or, does the community wish to investigate possibilities of attracting types of industry that might combine such characteristics of high usage, of man power and low ~~usage~~ of water. The first is in over supply and the second is under supply. Another characteristic might well be local consumption of products that might be manufactured here since Fresno is away from the more populous centers of the state thus making costly transportation a critical factor.

Second, does the community of Fresno wish to make a greater concerted attack on adult educational needs of the community. The meeting of these needs will go a long way in solving certain serious community problems. Some of these needs have already been identified in this survey: literacy, health, consumer and health education among the disadvantaged of the community have been mentioned.

Others which will be discussed later are civic and cultural education and a serious, all-out effort at removing causes of prejudice and misunderstanding and the establishment of a viable basis for divergent elements in the community to move forward toward the elimination of such divergence, thus there would be forward movement toward unity. This action would be a recognition that such divergence is at present widening and deepening and, unless checked and reversed, can only work against the optimum development of Fresno as a prosperous, harmonious and pleasant place in which to live, work and play.

This is a basic problem for adult education in the widest and best sense of the term. It can not be left to one lone administrator and a couple of assistants. The days aren't long enough and their energies not great enough to accomplish this great task. Thus there is need for complete community involvement which means a need for educational investigative and action agencies in the manner in which the County Department of Public Welfare under Reed Clegg so effectively cooperates with the adult school.

If the community successfully answers these two basic questions regarding the business and industrial life of the community, then vocational education needs can be more definitely identified and a purposeful program can be established to meet those needs. Then the question of a vocational school, what kind, for whom and for what kind of employment can be answered more wisely.

There seems to be a definite immediate need for pre-employment education that would follow or even go along with literacy and health education. It is the education of the whole individual, the building of his self-image, his work habits, his personal relations in family, work, and civic life, and a basic appreciation of the integrity and worth of the individual. To be effective this requires the right kind of teachers. The promise of a better life through better job opportunities, better housing and better living conditions and self-help enterprises underwritten by the government and private sectors

seem to be at least a partial answer which would indicate a need for education in economics and management. There is a need for education in financial management, loans, payments, security, obligations, ventures, production and marketing. Education for cooperation and personnel management are concomitants with financial management. This all adds up to a need for broad educational planning. Such educational planning becomes far greater than the simple determination that a vocational school is needed.

Civic Education

Some civic educational needs are implied in the discussion on vocational education but require greater definition. Walter Lippman once said that, "it is always true that a society is dissolving in which the privileges of the few are greater than its services and the rights of the many are greater than their duties." Never in the history of this nation has this statement seemed truer and clearer than today. There are certainly adult educational implications in this statement for Fresno.

The disadvantaged of Fresno need education in their duties of citizenship, the duties of understanding government, its operation, its needs, its potentials and its limitations. There is need for education in the analysis of issues, the evaluation of candidates for public offices and the wise performance of the duties which the wishes and will of an informed and intelligent electorate can be made known to those who represent them.

There is an educational need for these disadvantaged to discover those ways in which their needs and desires can be known, heard and acted upon without resort to violence, rioting, pillaging and burning. This is civic education of the highest order and of first priority. Then and only then can the duties of citizenship march hand in hand down the path of history with those inalienable rights of citizenship.

On the other side of the community there is much the same educational need with only a variance of emphasis. The privileges of good housing, good jobs, a bountiful table and a full life of cultural enrichment of everyday living require a responsibility toward the whole community and a complete involvement with the economic, cultural, health and civic life of the community. Even though these good things in life have in a large measure been due to the ingenuity, perseverance and labor of the holder, favorable conditions also have been in existence. This entails an obligation to perpetuate those conditions and make it possible for others, regardless of race, ethnic background and position of life to achieve, by application, those same essential ingredients. There is, then, the same need for education among these more affluent with, perhaps an emphasis upon the developing of understanding of the basic problems that face those whose need it is to rise to higher community standards rather than depress the average to their undesirable level. Education in the understanding of total civic and economic needs of all segments of

the community is essential to the healthiest and optimum development of the entire populace.

Cultural

Cultural education is at once one of the most needed and least understood of the needs of a community such as Fresno. For a San Marino with a uniform, high level of affluence, culture would have connotations of concerts, art galleries, theater and fine literature. For a Watts, it may mean a re-direction of those elements toward an appreciation of a different heritage, different aspirations and understandings. For Fresno with a diverse population of Afro-American, Mexican-American, Oriental-American, and nationality backgrounds of Armenian, Russian and others, culture should mean not only the above connotations, but also a common appreciation of the heritage of each group and its contributions to a rich cosmopolitan living. Tolerance and understanding should be concomitants of such appreciation and the adoption, at least in part, of the best of the culture of each group.

Thus a course in Negro History in the United States which delineates the many contributions of the negro to America in all areas of American history is needed by the Negro to build his own self-image in the pride of Negro accomplishments. But it is also needed by the white population to fill in a vast gap in historical knowledge so that there is understanding that the Negro has been something more to American life than slave, menial servant and entertainer, musical or athletic.

The same need also exists for the Mexican-American. In California the very names of mountains, valleys, towns, cities and streets speak volumes of this Mexican heritage and a rich treasure awaits the student willing to delve into this great cultural heritage. Common study again, is needed by all elements of the population to bring understanding and appreciation. The curriculum of the adult school needs to be enriched by the addition of such courses which would also include the contributions of other groups such as the Armenians whose agricultural achievements have enriched the Fresno area.

It would be a grave error if cultural adult education in Fresno were considered only in light of ethnic understandings and the development of higher standard of education among the disadvantaged. There is a great need for broadening the curriculum of the adult school into greater musical and artistic appreciation, in the study of the humanities, literature and great thought. This need is city-wide and while not immediately a priority for the poorly educated, should be a goal for them as well as for middle income and higher income adults. This would hasten the time when a consideration of Fresno as a cultural center would have city-wide application.

The acquisition of the appreciation of the finer things of life is not the monopoly of the well-to-do or the well educated, but may be shared profitably with the most humble, poorest citizen. Cultural standards for the community would not then be measured in terms of those who by reason of income alone might seem to be able to afford

this knowledge and appreciation, but in terms of an entire population, literate and enlightened.

Parent and Family Life

Dr. Houston Peterson's admonition, "that to wait to educate adults until youth has been educated is to poison education at its source" points to one of the greatest adult education needs of all in Fresno. It is difficult for any society to rise much above the educational level of any given generation in less than two or three subsequent generations unless there is emphasis on education at all levels. One of the surest means to speed up this process is to emphasize adult education and particularly parent and family life education.

One account told by Reed Clegg illustrates the sometimes indirect way in which adult education achieves startling results in the education of youth. Clegg tells of one boy of great potential who was floundering around at the bottom of his class. Suddenly, for no apparent reason, he spurted to the top of the group. Seeking the reason, his teacher questioned him as to the cause for this sudden charge to a position of excellence. "It is easy," replied the boy, "my mother started to school and I am helping her with her lessons." Clegg also remarked that he has observed that there is a speedy and notable decline in school dropouts where uneducated parents were persuaded to continue their schooling.

Generation gaps are narrowed when parents study their own children in classes in "Child Growth and Development," "Transition to the Teens," "Basic Needs of Children," "Problems of the Adolescent," and "Parent Child-Observation". In such classes of the last of these named, the parents of pre-school children observe and study their own children at work, at play, at rest with other like age children and have the opportunity in class discussion and in reading, to relate that observation to known facts about child growth and development.

There is need for classes in causes and cures of family tensions and the life developmental tasks of both parents and children. Here there is education in the preparation for each new task before it arrives for both parties. Thus the adult prepares in turn for his tasks of marriage, founding a home, rearing children, economic stability, the release of children from the home, job promotions, community responsibilities, middle age and the retirement years. Forewarned is to be fore-armed and such preparation allows the adult to meet each new task with confidence and power.

There is a great need for a broad, comprehensive program in this area for adults in all areas and stations in life. No one is immune to these problems and all can be better prepared to meet them through conscious, careful education in the processes through which most adults tend to stumble with the aid of a wise Providence that watches over the foolish and the conscientious alike.

Leadership Education

One last area of adult education need is that of preparation for leadership. While this need is not peculiar to Fresno, the diversity of its population cries for wise leadership at the neighborhood level as well as at the broader community level. Leadership at the neighborhood level at present would seem to be a splintering effect based upon self-appointed leaders or those with the support of cliques or special interest groups.

Leadership education does not mean simply the training of a select group for leadership but, rather, the education of the larger group of adults in the qualities that comprise good leadership; how to recognize and press into service those with leadership qualities, how to evaluate the work of leaders, how to give support, how to reward good leadership and eliminate bad leadership. Thus good leadership results from education, careful selection and intelligent following as well as the selection of potentially wise, responsive and responsible leaders. From such training at the neighborhood level could come the best leadership at the community level based upon something more than selfish interest, a loud voice and the concentration of power in the hands of special interests. Fresno has had and does have wise leadership but education is needed to perpetuate and raise the level of that leadership.

Education for the Older Adult

There are approximately 26,000 adults in Fresno over 65 of whom some 10,000 are single. Continuing educational activities is one of the best means known to keep these people in mental and physical health. Because of the problems of transportation and the disinclination of the older citizen to venture out after dark, there is need for increased educational offerings during the day. Space availability thus needs to be investigated along with the determination of subject areas to be covered in meeting these educational needs.

One word of caution in the consideration of these needs is in order. The purely repetitive recreational type activities should not be offered as educational activities. This is in no way a criticism of recreation. Adult education must be recognized as a precursor to worthwhile recreational activities by providing necessary knowledge, skills and understandings that can be capitalized on in those later recreational activities. Thus to dilute the quality of adult education and to subvert a true program of adult education must be avoided if the standards of adult education laid down by the legislature, the State Board of Education and the Bureau of Adult Education in the State Department of Education are to be observed and maintained.

Instructional Needs

The faculty of the Fresno Adult School is of high caliber and dedicated in purpose and sensitivity to the program of adult education. The needs in this area are ones of quantity and variety, rather than quality. As the curriculum needs are studied and means sought to

meet them, careful consideration must be given to the expansion of the instructional staff not just in numbers, but in terms of the right persons to meet the peculiar education needs of the community's adults.

There is a great need for qualified Negroes to be added to the teaching staff. As one interviewer, Keith Perryman, wisely stated, "the uneducated Negro speaks a third language. He uses the same words that you and I do but the meanings are quite different. Anyone who hopes to work with them must understand this language, otherwise there will be misinterpretation and misunderstanding. Negro teachers who understand this can identify with their own kind and reach these people." This survey uncovered the fact that such people are available but there is a need to seek them out and persuade them to teach in the adult program.

While the learner needs in the critical areas already noted for West Fresno and among the Mexican-Americans certainly have priorities, there is need for the exploration and search for potential teachers who can create tastes and appreciations for all of those things which in an enlightened society seem necessary for most fulfilled living. Wise teachers can, and often do create such tastes and build appreciations while teaching subjects that might seem removed from those more long range needs and desired ends. What has been said regarding the needs for classroom teachers for the Negro also applies to the Mexican-Americans and to the disadvantaged white population.

Again, a word of caution is in order in this area. Just being a Negro and Mexican-American or a white person who has pulled himself up from a disadvantaged status, does not qualify him to fill this need even though he may qualify by virtue of his subject matter mastery. He must have or be capable of developing the qualities of enthusiasm, empathy, patience and deep understanding along with qualities of firmness and perserverance in the face of what may, at times, seem to be insurmountable obstacles.

There are supplemental instructional needs that must be noted. Teaching aides in the areas of literacy, basic education, English as a second language, and parent education have been found to be highly successful in speeding up and increasing the effectiveness of learning by freeing the teacher from the mechanics of instruction and assisting the teacher in working with individuals and small groups. In a parent-child observation class the aides assist with the children during the teacher-supervised activities by carrying on sessions of study and discussion with parents away from the children. There needs to be a study of ways and means of providing this technical aide service in the Fresno adult program. A big task often requires heroic measures to meet the challenge. Fresno has the challenge and the great need.

With the suggested need for instructional staff addition and implementation there is need for carefully planned programs of in-service training for adult school teachers. Because of the rather isolated nature of adult school teaching, the regular faculty meetings, departmental meetings and continuous conferences common to the day

school level are next to impossible to maintain on the adult level.

This imposes a heavy burden on the adult school administrators to maintain the kind of in-service and minimum adult teacher coordination that they should and would like to do. Voluntary meetings are difficult to sustain and being of a voluntary nature attract only those of the teaching staff who are sufficiently interested and feel that they can afford to attend since this represents an outlay of time over and above that demanded by their full-time jobs. There is a need therefore for paid meetings, in-service training sessions or institutes, whatever they might be called, which are compulsory and where matters of concern for the improvement of instruction can be discussed and means of implementation be explored. This is a serious need that demands careful consideration.

NARRATIVE - AUTHORITY, RESPONSIBILITY
AND
INFORMATIONAL NEEDS

The present administrators of the Fresno Adult School are interested and dedicated. However, for a school enrollment of over 15,000 and an average daily attendance of 905 for the school year 1966-67 the school would seem to be understaffed administratively but with one full-time administrator and two other full time people designated as Deans who must divide their time among duties that include supervision, administration and counseling. The school had a 6% growth in enrollment for 1966-67 over the previous year 1965-66 with growth in A.D.A. of nearly 9%.

This problem would not be serious were it not for two factors. The first is that the school is not confined to one location but is spread over seven locations. Close supervision is difficult under such circumstances with the larger centers receiving a disproportionate share of attention. This is a natural outcome but not necessarily at good one. Teacher enthusiasm lags, student interest drops with the feeling of isolation that comes from lack of close contact with those in charge. Lack of regular, close coordination encourages such abuses as attendance padding that results from high rate of absenteeism, late arrival at sessions and early departure. These become habitual on the part of students. Careful and continuous work with teachers is a main answer to the problem.

There is a definite need for a full-time administrative assistant to assist in coordination, supervision and administration with the home, community, and teachers. There is a need for a full-time administrator at the Edison Adult center and the necessity for opening this center four nights a week (more about this under plant needs). The Edison center is open two nights a week only, and yet the educational needs are perhaps greatest in the West Fresno area. To say that attendance does not merit opening the center on two additional evenings is to beg the question - the question is whether the district can afford not to have the school open four nights a week and not to bend every effort possible to assure that the attendance begins to assume some of the proportions of the vast need.

An even greater need in this area of administration, supervision and information is that of liaison personnel to go into the home on a regular continuing basis to work with the adults in the slow but necessary process of awakening and alerting adults to the importance of self-improvement. Empathetic, understanding, patient liaison persons are needed to teach adults in the home and to encourage the pursuit of education in school. They are needed to constantly check on absentees, to cheer the discouraged, to prod the apathetic and encourage the faint hearted.

As in the case of teachers, these liaison people need to be carefully selected, even more carefully trained and given the same kind of repeated encouragement that they give to the persons with whom

they work. Howard Holman of the Parks and Recreation Department has had success in this kind of promotion in West Fresno for recreational activity. There is no reason to believe that teachers receiving similar briefing and working continuously could not achieve equally needed success in opening doors of awareness of and desire for educational opportunities.

These liaison people should have the ability and training to work with the adults at their level in areas in health, nutrition, home and financial management, consumer problems and even more personal problems of personal development, grooming and family matters. They must be people who can retain objectivity and yet achieve a high degree of empathy. They must be people who can become deeply involved and committed and yet avoid prying, judging, and prescribing.

There is additional need for these liaison people to regard themselves as eventually expendable. They need to be a part of the program of leadership building which stresses continued growth in self-help and self-direction and a corresponding decrease in the necessity for the strong role that they would play in the beginning. This is, in effect, the same role that the wise parent plays in which, as the child grows and matures through training in self-direction and decision making, the parent gradually withdraws from the role of direction of policy and decision making. The parent then assumes the more pleasurable role of confidant and consultant, so that when the child leaves the home the transition is as easy and natural and as free of wrench to emotions and manners of living as passing through a door from one room to another. The need for such personnel is great and, it must be admitted, not an easy need to satisfy because of the complexity of requirements.

An additional personnel need is for more secretarial and clerical help. For a school with such a large enrollment and average daily attendance, four clerical employees is insufficient to carry the load and to perform the necessary task of freeing administrative and counseling employees for greater opportunities for planning and operation at higher levels. While part time student personnel from the high school is helpful, such personnel is too transient and uncertain in nature to assume initiative and responsibility that regularly paid employees can and should do. The need for more administrative personnel would, if satisfied, also call for more clerical personnel.

There is need for more information going to the community on the work and the needs of adult education in Fresno. Especially do those who must meet the financial obligations of the district need to be informed as to the great adult educational needs of the community and the potential in the program for solving the financial and citizenship problems related to the large number illiterate and near illiterate persons living at or below the subsistence level of living.

If for no other reason than revealing the financial savings possible from lifting of the burden of support for a large proportion of the disadvantaged persons from welfare roles, there needs to be a greater dissemination of information to the community. It should be noted that among the most ignorant of and lacking sympathy for the program of adult education are those in other segments of public education. Those who should be among the most concerned for a vigorous and effective program of adult education because of the effects it can have on the lives of elementary and secondary school children are often either completely ignorant of or indifferent and apathetic to adult education.

One illustration will point out this importance. As noted earlier, Reed Clegg stated that one of the most surprising and unexpected by-products of work that the Reed Clegg School is doing for adults is the decrease in dropouts that results when the parents are attending classes. One boy who rose in spectacular fashion from a non-achiever at the foot of his class to a position at the top was asked for the reason. "That's easy", he replied, "I am helping my mother who is going to school, with her lessons."

Whether an informational service established at the school level or at the district level is a matter for study before decisions. There are good arguments for either decision. Regardless of where the responsibility is placed there is need for more wide-spread information among all segments of the community as to the needs, the potential for serving the individual and the community in all areas of living. There is need for adults of the community to recognize that adult education is in reality an instrument easily and readily at hand for their use in improving economic status, relieving individual and family tensions, enriching living and for the total betterment of the community in every area. Adult education is there to be used. Results are or can be more immediate than in education for youth.

Because of the above factors there is great need in Fresno for total community involvement with adult education. There is no reason to believe that Fresno is an exception to the fact that in most communities the majority of adults are either unaware of or indifferent to the tremendous potential of adult education activities in one form or another. The public information media of newspapers, magazines, T.V. and radio, church and club activities, in-service training in business and industry whether on an individual or group basis, lectures, concerts and art exhibits are all adult educational activities and need to be so recognized. In addition, in Fresno there are the extended day program of the junior college, the extension program of the state college and the work of libraries. All are available to the adults. The worth of all these must be recognized as does a familiarization of the role of each.

There needs to be conscious knowledge and recognition of the role each can and should play and a coordination of the total activities

to avoid needless output of effort and to assure that there is not an assumption that someone or some agency is filling an adult educational need when in actuality none is. Perhaps there is a need for community wide coordinating committee for adult education composed of representatives from public school adult education, junior college extended day education, state college extension services, library, newspapers and the lay public "should be" interested agencies and organizations.

To be effective such a committee which might be awkwardly large, would need to meet as a whole only two or three times a year. Instead it would need to be divided into sub-committees to survey and study given areas of adult education need together with present offerings. Such areas would be community planning, vocational education, cultural education, parent and family living education, basic education, leadership training, citizenship in its broad sense to include more education of the foreign born, and other areas of need that might be mentioned or that might arise from time to time. Such coordination would promote adult education as a means of individual and community betterment at all levels and help to eliminate criticism and hostility for education and other worthwhile community projects that otherwise encounter unwarranted hostility and obstructionist tactics.

Direction, Plant and Equipment Needs

Reference was made to plant needs in discussing the need for having the Edison Center open four nights a week. There is a need for availability of classes, four nights a week in West Fresno. But there is an even greater need for a center for adult education in that area which would operate not only four nights a week but on a five-day basis.

The need is felt in two separate ways. First, there is the handicap of operating classes in a school that has a great deal of other evening use than for adult education. One is the compensatory library program for high school students. This is a worthwhile program, but experience in other communities has proven that joint use of facilities during the same hours discourages adult attendance particularly when such use occurs during the evening hours. A recent survey of the adult education program in La Puente revealed this fact.

Distracting confusion in the halls and on the grounds, fear of vandalism and theft of automobiles, fear for personal safety- whether real or imagined - all combine to discourage attendance even by those within walking distance. In addition to library usage there is a so-called compensatory auto shop educational program. Perhaps the use of education in this program is a misnomer as there is no actual instructional taking place. The shop is simply being used as a place for young adults to bring the cars to work on them. While the concept of getting these young men off the streets is laudable, the same obstacles to adult education trying to co-exist are present here as in the case of the library program.

Again, experience in other communities has shown that both enrollment and attendance improve markedly when adults have a facility that they can call their school. They take pride in it and feel more comfortable. However, in the West Fresno area there is another and more important factor and a potent argument for a separate adult day and evening educational plant. With the great number of unemployed adults in the area there is need for planned constructive use of time during the day which is spent either in destructive inactivity or in pursuits that are equally destructive both for the individual and society.

The steering of these adults into classes for vocational training, for personal improvement, for the best environment of parenthood and family living, for cultural enrichment and civic understanding would be highly desirable and beneficial. Day classes would relieve the boredom of inactivity during the evening hours for those employed or unable to attend because of family responsibilities from which they could be freed in the evening.

The need for and trend toward separate adult education facilities for day and evening attendance is increasing. The increase in leisure time and the number of retired adults make mandatory the constructive use of that leisure. For the older adult, lifelong learning promotes better mental health which is on form reflected in better physical health. The cost of maintaining a dependent olderster in good mental and physical health is far less than the cost of hospital or institutional care and lessens the financial burden on society and relatives. The correlation between the alert, curious, learning mind and longevity is high and the effects are immediate. This need for separate adult educational facility is apparent and immediate. Ways and means to establish such a center need to be explored carefully and fully.

As previously indicated in an earlier chapter of this report, the wisdom of establishing a vocational school is not well defined. However, there may be a need for such training of a basic nature as a part of the establishment of a general adult center. Interviews with Lopez and O'Rear revealed a feeling that there is need for such a center and that it should be used jointly by both high school youth and adults. Great caution and considerable research should accompany such consideration. Experiments and experience in such joint use generally tend to give negative results. The study of El Monte gave definite proof of this. Such a school is neither "fish nor fowl," and the experience of both youth and adults is generally not a happy one. The adult is impatient with the frivolity and lack of purpose in the young and the generation gap generates conflicts in youth.

Equipment for a separate adult educational facility does not present as great a problem as the facility itself. Means for the acquisition of instructional equipment and aids is, perhaps, easier than the acquisition of the facility itself. Highly sophisticated instructional equipment is probably not as greatly needed as are

cheaper teaching aids such as projectors of various types and programmed learning, both soft and hard ware. There are a sufficient number of adult educational day and evening centers in existence that the district need go blindly into such a project. Sufficient data is available to give intelligent direction to such considerations. The success of the Reed Clegg Center in Fresno would indicate that those investigating solutions to this need should first study this operation very carefully.

NARRATIVE - BUDGET NEEDS

Considering the serious educational needs, particularly among the disadvantaged of Fresno, there is definite need for more money for adult education. This need is most critical in the area of personnel. There is need for more administrative personnel to do more exploration and planning followed by necessary operation and supervision of those plans. This generates need for more clerical help to assure that the administration's activities are not hampered by the lack of clerical help to get out detailed analyses, plans, directives and evaluations.

And, finally, and this is where the action must be; there is need for liaison personnel. As indicated under discussion of instructional needs and for more teachers. There is an anomaly in this situation. The principal of the adult school admits to not using up his budget for teaching time. Thus it might seem strange to indicate that there is need for more budget. However, in the face of some of the tremendous educational needs of the adults in the community it seems obvious that the search for qualified liaison personnel and the addition of teachers to meet the demands that this personnel would stimulate would cost money.

The budget for adult education in Fresno is less than 1% of the total budget for the school district, (7%). The average for the state is approximately 2.5%. The average state-wide costs for adult education in unified school districts is \$444.15 per unit of A.D.A. In Fresno it is \$275.28, a difference of 38.9%. Fresno is using .03130 of the allowable 10¢ tax for "ADULT EDUCATION" purposes. Six districts in the state, Alameda, Berkeley, Centinela Valley, El Monte and Bassett Avenue are using the full 10¢. Of these, Bassett is perhaps the only one of comparable need for adult education with Fresno. The state average in this regard is .0414.

It is recognized that the Fresno School District has extreme financial problems with a weak tax base and great educational need. However, the low educational level of the adult population is a major contributing factor to this weak tax base. Raising the educational level raises the economic level, which, in turn raises standards of living, and benefits the average taxpayer by spreading the burden, improving the schools, and improving the community.

Means need to be explored to tap funds, Federal in particular, that will expand the amount available for adult education. To illustrate, the La Puente Union High School District, whose adult education need is no greater than Fresno's, has rented quarters for day and evening adult education, staffed the facility with teaching and clerical help and equipped the school with a vast amount of instructional equipment, some of it very sophisticated, using Federal funds entirely.

In addition to exploring this source of funds, the adult school needs to use the greater tax potential of the 10¢ allowable tax for adult education. What the percentage should be needs investigation but

it would seem that it should be closer to the state average. At the risk of being repetitious it must be pointed out that adult education represents an investment rather than expenditure.

X. SUGGESTED SOLUTIONS FOR LEARNER NEEDS

1. To assemble latest figures on illiteracy, functional illiteracy and non-completion of elementary and high school and attempt to gear program to those needs.
2. To survey sources of income to (a) increase budget; (b) increase administrative, instructional and clerical staffs; (c) employ needed teachers -liaison personnel; and (d) finance full-time adult education center.
3. To explore potential sources for qualified teacher-liaison personnel.
4. To survey community in order to assess the kinds, quality, quantity and subject areas of agencies engaged in adult education, what group needs they are meeting and the geographical locations of offerings.
5. To survey existing potential housing facilities for a full-time adult education center to find out what is available, what modifications would need to be made to make them functional. If none is available, explore possibilities of erecting either temporary or permanent facilities.
6. To explore possibilities of expanding Reed Clegg Center of the establishment of a branch location in another area of the community operating under the same format.
7. To explore fully with aid of an advisory committee comprised of representatives of ethnic groups, organized labor, management organizations and community leaders and school personnel, the advisability of the establishment of a vocational training center, the determination of its scope and the pragmatic assessment of employment opportunities for its graduates.
8. To survey the format for a continuing informational service to keep every segment of the community aware of potential, of present curricular offerings, and learner needs in adult education.
9. To survey adult school teacher's salaries in relation to state-wide salaries and comparable districts as to size, tax valuation, and benefits for sick leave, paid in-service training, workshops and fringe benefits.
10. To survey curriculum for expansion into areas noted under Learner Needs to determine course titles, subject content, and locations of classes.

11. To assess potential members of various advisory committees as to areas in which they might serve, availability as to willingness, time and interest.
12. To explore in connection with III, D, 5 Vocational Education needs possibilities of a community advisory committee made up of representatives from Chamber of Commerce, city officials, financial institutions, business and industrial leaders and representatives of disadvantaged minority groups to assess potential self-help enterprises; manufacturing, service and retail to give employment to these groups with adult education providing the necessary training for a solid foundation for such enterprise.
13. To explore the best possible means for an on-going program of public information as to needs, potential, and success of adult education program.
14. To explore means for a continuous process of evaluation of adult education, its scope, its limitations, its weaknesses, and its strengths. Self-examination would be the core of such evaluation but examination of such evaluation by an interested, independent committee would be helpful. This gets at the heart of total community involvement of this important and necessary segment of public education in Fresno.

TF 23 ADULT EDUCATION

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

- TF 23- 1. Expand adult education curriculum to include courses particularly designed for minority groups emphasizing consumer, health, civic, cultural, vocational, and leadership education.
- TF 23- 2. Encourage minority group members to take advantage of educational opportunities.
- TF 23- 3. Additional staff is needed to organize specific courses in the area of adult education to meet the needs of minority groups and to provide impetus and motivation for participation in such classes.
- TF 23- 4. Specialized personnel are needed to perform counseling and instructional tasks related to adult education in homes.
- TF 23- 5. Adult education department needs additional clerical and administrative personnel to assume routine tasks in order to free qualified persons for planning, coordination and promotion.
- TF 23- 6. More housing is needed for the adult education program.
- TF 23- 7. More adult education classes should be located geographically nearer the areas of greatest need.
- TF 23- 8. Additional funds are needed for the adult education program.
- TF 23- 9. Community involvement is needed **in the planning, promotion** and processes of adult education.
- TF 23- 10. The adult education program needs more teachers from minority groups.
- TF 23- 11. More information concerning the adult education program should be given to the community and the other parts of the public school structure.
- TF 23- 12. Establish adult education courses in the area of human relations: psychology, human behavior, current human cultures, and family life education.
- TF 23- 13. There is need for development of procedures which will lead to a continuous community-wide survey of adult education needs.